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ABSTRACT

This document reports on the proceedings of a forum on special education, called by Alberta's Minister of Education. The forum was intended to present Alberta Education's preliminary position on the integration of students with special needs and solicit feedback, review concerns raised in the Special Education Review Action Plan, and provide ideas to help Alberta Education develop policies and procedures for the overall delivery of special education. The proceedings summarize the Minister of Education's opening remarks and two panel presentations, one on integration and the other on coordination and funding. Issues and proposed solutions are then documented. In the area of integration, issues discussed included policies and procedures, training, coordination of services, placement decision making, attitudes, funding, school level differences, and consultation. In the area of coordination, issues discussed included the Children's Services Secretariat, medical services, psychosocial services, parent support and involvement, reviewing and enhancing services, training needs of teachers and paraprofessionals, other support services, and early identification and prevention. In the area of funding, issues discussed included special education for all exceptional students, for high incidence jurisdictions, for severely handicapped children in early childhood services programs, for non-instructional services, and for private schools. Appendices include a list of participants, a list of pre-forum mailouts, and the forum program. (JDD)

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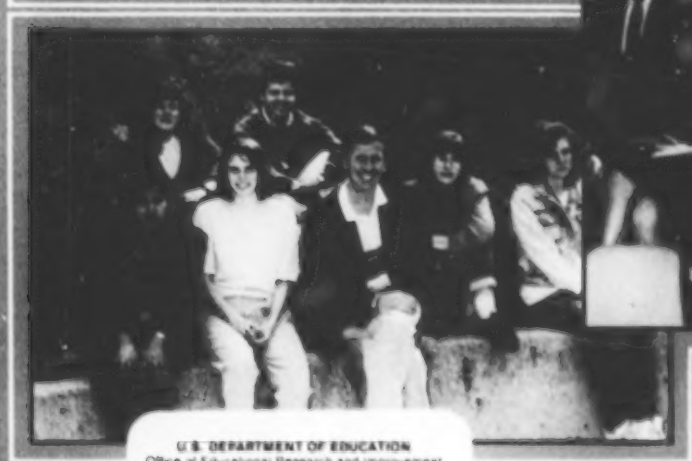
"Together Today For Our Children Tomorrow"



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Proceedings

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"Together Today For Our Children Tomorrow"

May 10 - 11, 1991

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1. INTRODUCTION

1.1 BACKGROUND

With the release of the *Special Education Review Action Plan** in January, 1991, Minister of Education, Jim Dinning announced that an invitational forum on special education would be held in May, 1991.

1.2 PURPOSE

The forum was intended to:

- Share ideas and make suggestions regarding issues in special education such as the integration of children with special needs, funding, and coordination of services.
- Present Alberta Education's preliminary position on the integration of students with special needs and solicit feedback from participants on this very important topic.
- Review concerns raised in the *Special Education Review Action Plan*, and solicit feedback from participants, particularly on the coordination of services among and within government departments, and the funding of special education services in all Alberta schools.
- Provide the Minister with information and ideas to help Alberta Education develop policies and procedures for the overall delivery of special education.

1.3 PLANNING PROCESS

Representatives of Alberta Education, the Premier's Council on the Status of Persons with Disabilities, the Alberta Teachers' Association, and the Alberta School Trustees' Association formed the Steering Committee for the forum. The Committee proposed an initial attendance list and program format, and helped to clarify the purposes of the forum. A working committee planned the forum, invited speakers, and briefed the facilitators and recorders for the working sessions.

1.4 STEERING COMMITTEE MEMBERS

Dale Erickson - Alberta School Trustees' Association

Calvin Fraser - Alberta Teachers' Association

Roger Palmer - Alberta Education
(Chairman)

Fran Vargo - Premier's Council on the Status of Persons with Disabilities

*Alberta Education. *Special Education Review Action Plan*, January, 1991. Copies available from the Education Response Centre, 6240 - 113 Street, Edmonton, Alberta, T6H 3L2.

1.5 PARTICIPANTS

Representatives were invited from the following groups (see Appendix 1 for a list of forum participants).

- Advocacy Groups
- Alberta Advanced Education
- Alberta Alcohol and Drug Abuse Commission
- Alberta Career Development and Employment
- Alberta Chamber of Commerce
- Alberta Education
- Alberta Family and Social Services
- Alberta School Trustees' Association
- Alberta Solicitor General
- Alberta Teachers' Association
- Children's Hospitals
- Conference of Alberta School Superintendents
- High School Students
- Northwest Territories Department of Education
- Premier's Council in Support of Alberta Families
- Premier's Council on the Status of Persons with Disabilities
- Private Schools
- Professional Associations
- Students with Special Needs
- Teaching Assistants
- Universities and Colleges

1.6 PROGRAM

Friday, May 10

Roger Palmer, Assistant Deputy Minister for Student Programs and Evaluation, welcomed the participants. Then followed a welcoming address by Minister of Education Jim Dinning.

A panel then addressed the question, "Integration: What Is It, Is It Desirable, and How Do We Know When We Get There?" Panel speakers responded to a Minister's position paper on integration which had been circulated to participants. Panel speakers were:

Gordon Bullivant, Executive Director
Foothills Academy Society

Eamonn Callan, Associate Professor
Educational Foundations Department, University of Alberta

Tanis Eaker, School Trustee
High Prairie School Division No. 48

Gary McPherson, Chairperson
Premier's Council on the Status of Persons With Disabilities

Anne Russell, Judge, Provincial Court
Family and Youth Division

Following the panel presentation, participants were divided into 15 groups of 10-12 members each to discuss integration issues. Their views were reported in a plenary session on Friday evening.

Saturday, May 11

A second panel presentation opened Saturday's proceedings. Panel speakers presented their views on the *Special Education Review Action Plan*, with a particular focus on coordination and funding. They were asked to address the question, "Funding and Coordination of Services: How Do We Meet Individual Needs?" Panel speakers were:

Joan Cowling, Trustee for Ward 1
Edmonton Public School Board

Jeffrey Lozon, President
Glenrose Rehabilitation Hospital

Ken Maskiw, Executive Director
Services to Persons with Disabilities, Alberta Family and Social Services

Klaus Puhlmann, Superintendent
Yellowhead School Division No. 12

Following the panel presentation, participants returned to their original groups to discuss coordination and funding. Their views were reported in a plenary session after lunch on Saturday.

Each small group was asked to discuss one or more major issue(s) that had been highlighted during the recent Special Education Review. The group discussion was to focus on proposing solutions.

The issues discussed under the topic of Integration were:

- Policies and Procedures
- Training
- Coordination of Services
- Students, Parents, and Choices
- Attitudes and Information
- Funding and Resources
- School Level Differences
- Consultation

The issues discussed under the topic of Coordination were:

- Children's Services Secretariat
- Medical Services
- Psycho-Social Services
- Parent Support and Involvement
- Reviewing and Enhancing Services
- Training Needs of Teachers and Paraprofessionals
- Other Support Services
- Early Identification and Prevention

The issues discussed under the topic of Funding were:

- Special Education Funding for All Exceptional Students
- Special Education Funding for High Incidence Jurisdictions
- Funding for Severely Handicapped Children in Early Childhood Services Programs
- Funding for Non-Instructional Services
- Special Education Funding for Private Schools

Groups were also encouraged to discuss "other" issues. Many groups expressed a need for clearer and mutually agreed upon definitions for these terms:

- Education
- Schooling
- Educational Community
- Program Options
- Integration

Each group had an assigned facilitator and recorder. The recorders were asked to capture as much of the discussion as possible to support the publication of these conference proceedings. The facilitators were asked to report the group's primary concerns and recommendations to a plenary session.

The forum closed with remarks from the Honourable Jim Dinning (a summary is provided on page 28) and a debriefing session for facilitators and recorders.

Appendix 3 provides full details of the Forum Program.

2. SUMMARY OF ADDRESSES

2.1 THE HONOURABLE JIM DINNING'S OPENING REMARKS

The Minister gave a special welcome to students, parents, and advocacy groups. He encouraged all participants to make a special effort to communicate with the students involved, since they were the ultimate consumers. Mr. Dinning said that his goals for the forum were to seek advice and ideas on the topics of integration, coordination, and funding. He wanted the participants to focus on solutions to the issues so that he, through Alberta Education, could revise and/or develop policies.

Mr. Dinning specifically addressed his vision for the integration of special needs students. He reiterated his personal belief in integration, as well as his more fundamental belief in doing what is best for students. He indicated that integration was more than placing students in rooms. It was the total integration of students, supports, resources, outside personnel, and parents. It was a combination of all of these elements that would make integration successful.

Mr. Dinning emphasized that he wanted a productive and candid sharing of opinions and ideas. He thanked the group for participating and turned the meeting over to the moderator for the first panel presentation.

2.2 PANEL PRESENTATION ON INTEGRATION, FRIDAY, MAY 10

2.2.1 Gary McPherson,
Chairperson,
Premier's Council on the Status of Persons with Disabilities

Mr. McPherson fully supported the concept of integration as the option of first choice for all individuals. He qualified this by saying that integration does not need to be the only choice for individuals. He said that segregated programs may be necessary, but that all students should have plans for their eventual return to regular classes. Mr. McPherson felt that the best way to integrate young adults into the larger society is to have integration throughout their school career. He felt that including students now is a long-term investment in the future.

2.2.2 Anne Russell,
Judge,
Provincial Court,
Family and Youth Division

Judge Russell indicated that schools have a profound effect on students. Based on her experiences as a judge, she indicated that some measure of success in school will result in the healthy development of the child. She stated that many legislators have tried to recognize the rights of children to have equal access to education. The court's proper role is to interpret this legislation. The courts are being asked to make school placement decisions. She felt these decisions should be made in cooperation with schools and parents to maintain an environment of flexibility that focuses on the best interest of the child. Judge Russell emphasized the importance of justice when making these decisions.

2.2.3 Eamonn Callan,
Associate Professor,
Educational Foundations
Department,
University of Alberta

Dr. Callan felt that the topics of integration and segregation were overshadowing a more important element in student placement: parental choice. He felt that students and parents should be empowered to make choices and that these choices should be flexible and open to change. Dr. Callan was critical of an educational system that sees itself as "all wise" and tries to make these types of decisions without the partnership of students and parents. He also felt that to dictate a specific integration mandate from Alberta Education was to practice coercive integration, a position no better than the practice of coercive segregation. In the end, he felt that the focus should not be on integration or segregation, but on respecting the rights of students and parents to make informed choices.

2.2.4 Tanis Eaker,
School Trustee,
High Prairie School District
No. 48

Ms. Eaker supported the integration of all individuals. She felt that integration was absolutely necessary to promote appropriate social skills and positive self-esteem in all students. Ms. Eaker emphasized that inclusion is extremely important for both handicapped and non-handicapped students to encourage tolerance and understanding in our society. She felt that our overall goal should be to develop an environment where all children are involved and participating in a meaningful way.

2.2.5 Gordon Bullivant,
Executive Director,
Foothills Academy Society

Mr. Bullivant felt that the issue of integration needed to be examined primarily from a focus on the individual needs of all children. He said that we must offer choices and alternatives to students and parents, and that government and school boards must work with parents and teachers in a partnership to design the most appropriate programs and services to meet individual children's needs. Teachers must be supported in their efforts, must be trained appropriately, and must be listened to in terms of their needs and ideas. He noted that parents must be informed and must be active partners if we are to be successful in meeting the needs of all students.

2.3 PANEL PRESENTATION ON COORDINATION AND FUNDING, SATURDAY, MAY 11

2.3.1 Jeffrey Lozon,
President,
Glenrose Rehabilitation Hospital

Mr. Lozon expressed his appreciation for being involved in this most important activity. He outlined what he felt were important characteristics of effective coordination: it must be perceived as a shared goal important to all partners; coordinated efforts must have "executive powers," that is, they must have the authority to be effective; and coordination could be effective only if both consumer groups and service providers are involved. He supported the efforts being made at the forum and encouraged all participants to actively involve themselves in these discussions. He emphasized the need for health, education, and social services to be actively involved in formulating future directions.

2.3.2 Ken Maskiw,
Executive Director,
Services to Persons With Disabilities, Alberta Family and Social Services

Mr. Maskiw reflected on the considerable investment that the Government of Alberta has made in recent reports on social policy. He felt that a consistent theme throughout these reports was a focus on the need for coordination within and among government departments and agencies. Mr. Maskiw supported coordinated efforts and encouraged participants to step outside their territorial boundaries and begin establishing partnerships within the community.

2.3.3 Klaus Puhlmann,
Superintendent,
Yellowhead School Division No. 12

Mr. Puhlmann supported the recommendations of the *Special Education Review Action Plan*, particularly the idea of a Children's Secretariat. He felt that schools must say to all children, "You belong here - we believe in you and unconditionally accept you." He said we must work from this point to provide all students an effective school experience. Mr. Puhlmann said that the attitudes of teachers must be a primary element in any integration process. He encouraged participants not to place a financial qualifier on the inclusion of students, nor to place too many conditions on the process of integration. He also urged that block funding continue and that further reference to student categories and categorization of children for funding purposes discontinue.

2.3.4 Joan Cowling,
Trustee for Ward 1,
Edmonton Public School Board

Mrs. Cowling indicated that the numbers of special needs students have increased significantly over the past decade. She noted that the area of behavior disorders was rapidly growing and that a disproportionate amount of the system's budget was being focused on special education. Mrs. Cowling noted that a significant portion of the special education budget was being spent on non-instructional services such as medical care and intervention and psycho-social services. She supported the need for a more coordinated effort among all agencies serving children and felt that without such an effort, the growing cost of special education would be impossible to bear without a detrimental effect on the regular student. There is a need to improve the current appeal process to include more autonomy and accountability of local boards. Mrs. Cowling stated, "Although there is a great deal yet to be done, we must celebrate the successes we have achieved in the area of special needs programming over the past 25 years."

3. ISSUES AND PROPOSED SOLUTIONS

3.1 INTEGRATION

Since the early 1980's, Alberta Education has formally supported the general concept of integration for students with disabilities. However, school jurisdictions have chosen significantly different ways to implement integration policies.

Since January 1991, Alberta Education has held regional meetings to discuss integration issues with educators, parents, advocacy groups, and others. These meetings provided a wealth of information and invaluable feedback, which Alberta Education used to develop a preliminary position paper on integration for discussion at the forum.

The paper, which provides a philosophical position and a framework for developing policies and procedures, takes into account the fundamental rights and freedoms upon which our society is founded and the basic goals of education and schooling in Alberta. The paper attempts to address both philosophical beliefs and the practical needs and aspirations of students, their families, and the educational community.

3.1.1 Policies and Procedures

Participants discussed this statement: "A primary goal of this forum is to solicit input to guide the development of policies and procedures on integration." Participants generally agreed upon the need for policies, but not on the nature and type of policies. Many participants were concerned with policies being too restrictive and confining, and others felt that policies should not be dictated by government. They felt there should be a policy advisory board with representation from various groups.

Proposed Solutions

1. Alberta Education provide a general policy statement.

   Many participants felt that a broad policy statement would allow school systems the flexibility to meet individual needs of students. Participants agreed that some guidelines would be necessary to guide the interpretation of the policy statement.

2. Alberta Education provide guidelines for school systems.

   Most participants felt that some type of leadership should be provided to school systems, either in the form of policies and/or guidelines. Groups made special reference to a need for guidelines in the following areas:

   - providing for the best interests of the child
   - parental choice

- providing a continuum of services
- expediency of service
- coordination and collaboration with other agencies
- equitable service for all students
- facilitating integration at all levels of schooling
- supporting teachers and support staff in the classroom.

3. Alberta Education involve consumers and advocacy groups in policy development.

   Many participants felt that policies could be successful only if they were developed by representatives of a broad cross-section of consumer and advocacy groups.

3.1.2 Training

School staff, including principals, teachers, and teacher aides, must understand how to meet the needs of all students and develop skills in this area. Participants discussed this statement: "Successful integration of students will largely depend upon the training and attitudes of classroom teachers and other resource personnel."

Many participants were concerned with the perceived notion that teachers must be "all things to all people." They felt that too many expectations were being placed upon teachers and that training and education of teachers was only a small part of the solution. Others felt that training and education efforts should not only be aimed at teachers, but also at parents and the public at large.

Proposed Solutions

1. Alberta Education and the universities continue to work together.

   Most participants felt a need for a better working relationship among Alberta Education and Alberta universities. Most felt that the training needs of teachers were not being addressed adequately through university courses and that it was Alberta Education's responsibility to improve the training/practice linkage.

2. Alberta Education develop professional development and inservice packages.

   Alberta Education should develop a training and supports package that would help school staff achieve the overall goals of integration. They felt that there was a need to clarify the role of the Alberta Education Response Centre in supporting school staff through professional preparation, inservice education, consultation, and related initiatives.

3. Teacher training incentives.

   Many felt that teachers would respond well to incentives for education and upgrading in the area of integration. They also suggested that teachers be asked about their needs and wishes regarding the integration of special needs children.

4. Inservice on integration.

   As with some areas of the curriculum, participants felt that the topic of integration deserved a one time "blitz" inservice campaign throughout the province.

5. Parents, advocacy groups, and agencies get involved in teacher training.

   Many felt that parents, advocacy groups, and other agencies were a rich resource for inservice education and training of school staff.

3.1.3 Coordination of Services

Participants discussed this statement: "Many children and families require supports and services from agencies and government departments other than schools." Participants generally felt that the involvement of other government departments in schools should help to free teachers to teach. However, they were concerned with the differing mandates and the likely duplication of services. Many felt that communication would be improved but that the involvement of various individuals could disrupt the classroom. Accountability and overall management of services were also discussed as areas of concern.

Proposed Solutions

1. Alberta Education encourage and support development of local models.

   Participants suggested that Alberta Education act as a catalyst for initiating and supporting the development of models for coordinated service delivery. They felt that Alberta Education should develop models of appropriate agreements, policies, and procedures that will enable schools to effectively and efficiently coordinate their services with other agencies involved with the child. Others went a step further and suggested that Alberta Education consider the establishment of local secretariats that would oversee the provision of all services to children and their families.

2. Alberta Education provide leadership in defining roles and mandates.

   Many felt that Alberta Education should take the lead role in helping to clarify roles and mandates of government departments. Others suggested that this should eventually lead to formalized agreements among departments as to roles and responsibilities related to school-aged children and their families.

3. Alberta Education provide leadership in professional training.

   Participants felt that Alberta Education should take the lead in the provision of training and education for school staff to ensure the provision of coordinated services.

4. School boards use individualized plans for promoting coordination.

   Many felt that the mechanism for coordinating services among government departments was already in place through the individualized planning process now used to serve special needs students.

5. Alberta Education develop information packages.

   Many felt that Alberta Education should take the lead role in developing information packages for parents and school systems. These packages would provide information on the services available to students, families, and school systems and would provide suggestions on how to access these services.

3.1.4 Students, Parents, and Choices

Participants discussed this statement: "Students and parents should be actively involved in making placement decisions and in the development of Individualized Program Plans (IPP's)." There were some concerns expressed, however, in terms of giving parents the "final choice." Some individuals felt that this would take responsibility and accountability away from the system and would create many difficulties.

Others were more concerned with ensuring that students and parents make informed choices. They felt that parents had a right to make choices but that these choices should be based on a solid foundation of accurate information and that parents should understand the potential consequences of their choices.

Proposed Solutions

1. Schools and school systems involve students and parents.

   Most participants recognized that students, along with their parents, have significant insight into their own needs and aspirations, and that schools and systems must strive harder to provide more

meaningful involvement to students and their parents. They felt that such involvement was critical to the success of any special education program.

2. School boards improve access to information.

   Choices can best be made in an informed environment. School systems should take the lead role in ensuring that information is provided to parents on a regular and ongoing basis.

3. School boards make the decision-making process flexible and adaptable.

   Participants recommended that decisions must be flexible and adaptable to change so as to continually meet the needs of the child.

4. Alberta Education take the lead in improving conflict resolution techniques.

   Even with improved communication and involvement, there will still be a need for conflict resolution. The current system is cumbersome, and often confrontational. A better, more effective, and efficient method is required. Alberta Education should provide leadership in designing such a system.

3.1.5 Attitudes and Information

Participants were asked to discuss this statement: "The public and the educational community should be educated about the concept of integration in order to dispel the many misunderstandings and myths currently held in our society."

Attitudes and beliefs play a significant role in the evolution of change. Participants felt that the public should be "informed" rather than "educated." They were concerned that the word "educated" had implications of making people think in a specific way rather than informing them of alternatives and options.

Proposed Solutions

1. Alberta Education and other government departments and advocacy groups provide leadership in informing the public.

   Some participants felt that a strategy is needed for providing accurate information on integration to school staff and to the Alberta public.

2. All those involved promote parental choice.

   Participants felt that the term "integration" should be replaced with a view to emphasizing parental choice among placement options. Many also felt that there must be a sensitivity to local resources and other factors.

3. Alberta Education provide guidelines for placement.

   One group felt that Alberta Education should provide guidelines to school systems on deciding upon reasonable placement options.

3.1.6 Funding and Resources

Participants were asked to discuss this statement: "Sufficient resources need to be provided for the integration of special needs children."

Most individuals supported the current block funding system because of the flexibility it allows to school boards. Some concerns were raised about the current process for distributing special education equity grants, and most participants felt that the funding system for severely handicapped students could be significantly improved. Another comment was that adequate funding be available to meet the learning needs of all students.

Proposed Solutions

1. All those concerned improve the coordination of services.

   Many felt that improvements in the coordination of services would significantly reduce overlap and lead to more dollars being available for the benefit of children.

2. Small school boards consider amalgamation and/or cooperative effort.

   Many small systems do not have the luxury of numbers to warrant resources for consultative help to assist them in the integration process. The boards need to become more creative and to develop partnerships and linkages with other systems with similar needs.

3. Alberta Education fund "students served."

Some participants supported the concept of funding students served rather than the current block "per pupil" system which is based on all enrolled students, with or without special needs. This notion was also supported by some, with a caution about fiscal responsibility and the problems inherent in an individualized funding model.

3.1.7 School Level Differences

Participants discussed this statement: "Participants at the regional meetings on integration indicated a need to consider the many differences between elementary schools and the structure and programming of high schools. Some of the differences noted included program streams (e.g., 10, 13, and 16 level courses), focus on course content, and the lack of preparation of high school teachers to deal with special needs students." Participants at the forum were asked to discuss these concerns and possible alternatives that might facilitate the successful integration of special needs children at all levels of schooling.

Participants felt that while these differences present challenges, they need not detract from the overall goal of meeting the needs of all students.

Proposed Solutions

1. Alberta Education review the organization and delivery of education.

   Some felt that a comprehensive review of the organization and delivery of education by school systems was in order. They felt that this was the first step in determining a new approach to schooling that would facilitate the integration process.

2. Alberta Education and school boards increase the emphasis on the "whole child" throughout schooling.

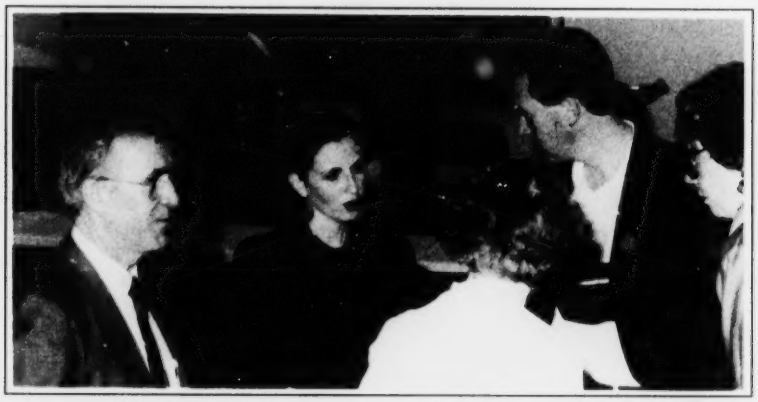
   Many participants felt that the emphasis on the "whole child" currently promoted in early childhood and elementary schooling should be a primary theme of all schooling. They felt that this would help to decrease many of the discrepancies in teaching practice and philosophy between different levels of schooling.

3. Alberta Education develop curriculum on tolerance and understanding.

   One group felt that all students should be more informed about the nature and needs of persons with special needs. They felt that the development of tolerance and understanding among students was an important variable in the overall integration process.

3.1.8 Consultation

Participants discussed this statement: "Feedback from the regional meetings on integration, particularly from smaller jurisdictions, indicated a need for consultation and guidance in implementing integration practices."



Proposed Solutions

1. Alberta Education provide consultative support to small jurisdictions.

   Participants felt that without some help small jurisdictions could not successfully implement many of the directions outlined in the paper on integration. They felt that it was the responsibility of Alberta Education to ensure that this help was forthcoming.

2. Alberta Education provide written guidelines and guidance.

   Participants felt that Alberta Education should be developing guidelines and implementation strategies that teachers and principals can use at the local school level.

3. Alberta Education provide information to school jurisdictions.

   Many felt that Alberta Education should take the lead role in ensuring that all school systems have access to information on supports and services that can help them facilitate the integration process.

3.2 COORDINATION

3.2.1 Children's Services Secretariat

The *Special Education Review Action Plan* recommended the establishment of a Children's Services Secretariat to "drive" the implementation of the Special Education Action Plan (No. 1, p.3). Participants were asked to discuss this recommendation in terms of its value in facilitating the coordination of supports and services to Alberta school children.

Many participants felt that a secretariat would provide a holistic approach to the delivery of services and programs, emphasizing the philosophy that

"kids are number one." Others felt that a secretariat would provide one-stop services and information and would improve the equity of delivery and accountability of services and programs on a regional basis. They felt that it would increase efficiency, ensure coordination of services, reduce duplication, address the gaps in service, and be resistent to periodic shifts in departmental mandates.

However, some participants were concerned that a secretariat might replace the roles and responsibilities of parents and families. Others felt that we may be creating another bureaucracy, perhaps another new department and more duplication of services. Some felt that a secretariat would be resisted by current bureaucracy because of the possible threat to job security. Implementation would require political will and cooperation from all involved parties.

Proposed Solutions

1. Alberta Education study the feasibility of a secretariat.

   The secretariat was generally supported if it increases coordination. However, one group felt that Alberta Education should study the feasibility of a secretariat before assuming its inherent need.

   They suggested that such a study would have to define:

   - structures of governance
   - systems of funding (i.e., coordinated fiscal planning)
   - mandates
   - personal and professional support
   - "best interests of the child."

2. Government provide the secretariat with "teeth."

   Many felt that the secretariat could be successful only if funding and implementation authority were part of its mandate.

3. Government decentralize authority.

   Many participants felt that a secretariat could be effective only if regional, community-based services were provided. They also stipulated that these services must have local empowerment and accountability. Some recommended the establishment of regional boards to operate services for children, while others recommended the establishment of a regional children's ombudsman.

4. Government involve all stakeholders.

   Many individuals raised the suggestion that all stakeholders be involved in the development and implementation of the secretariat. Government must listen to what consumers are saying. They felt that this was a visionary step forward but that in order to succeed, multi-level cooperation must be present.

5. Government define coterminous boundaries for its department's services.

   Many felt that the first step in providing coordinated services to children was to implement coterminous boundaries at the regional level in Health, Education, and Family and Social Services.

3.2.2 Medical Services

Participants were asked to discuss the advantages of involving other government departments in the administration and delivery of medical services to children in schools. Many participants supported the recommendation of the *Special Education Review Action Plan* (No. 2, p.4), and emphasized that teachers' roles and responsibilities regarding medical services must be clarified. However, they were concerned that problems might occur in smaller jurisdictions where medical services are more difficult to access. Others noted that the timeline (December 1, 1991), outlined in the *Special Education Review Action Plan*, was not realistic.

Proposed Solution

1. Government departments share costs.

   All participants felt that services to children are a shared responsibility of various government departments. They felt that the costs should be shared among the departments responsible.

3.2.3 Psycho-Social Services

Participants were asked to discuss the advantages of involving other government departments in the delivery of psycho-social treatment programs and services to children in schools. Many participants supported the recommendation of the *Special Education Review Action Plan* (No. 3, p.5) and emphasized the need for better coordination and fewer levels of bureaucracy. They felt that agencies providing psycho-social services needed to be identified, so that schools are aware of supports available to them. Participants felt that collaborative and cooperative partnerships must exist. They also noted that government departments identified their mandates too narrowly and that all departments must demonstrate a desire and will to change.

Some participants were concerned that educational standards in Alberta might drop if the school assumes multiple responsibilities. Others were concerned that the current priority being given to education may be lost in a Department of Child and Family Services. In either case, they felt that Ministers of various departments would have to determine "turf" prior to implementing a Department of Child and Family Services. Most supported the idea that services should be provided in the child's environment (i.e., school, home) and not based on a clinical model.

Proposed Solutions

1. Government reorganize current resources.

   Most felt that a Children's Services Secretariat should be a replacement department and not an "add-on" service. They felt that the services and resources were currently available but needed to be reorganized to be more effective and efficient. Ministers of Cabinet must give direction regarding the reorganization or re-thinking of government departments.

2. All involved focus on the needs of the child.

   Service delivery should be based on the needs of the child and not on program content or mandates. Efforts must be made to immediately break down the barriers that keep various agencies from working cooperatively towards the improvement of supports and services for children.

3. All stakeholders identify service providers and their mandates.

   All stakeholders must be involved in the development and implementation of cooperative and collaborative models of service delivery to children. Government must listen to what stakeholders are saying and must move forward to implement various new approaches to serve children in a more coordinated fashion.

4. All stakeholders focus on prevention, early identification, and early treatment.

   Many felt that efforts should be made to encourage prevention, early identification, and early treatment. This might mean a coordinated information campaign as well as an improved system of family supports as soon as a difficulty is identified.

3.2.4 Parent Support and Involvement

Two actions were recommended in the *Special Education Review Action Plan* to support parents of special needs students, as well as to actively involve them in the development and provision of student programs (Nos. 13 & 14, p.8). Most participants agreed that there was a need to enhance communication and cooperation for all parents and service providers. They felt that it was important to provide support and information to students and families and that this may, in the long term, result in early intervention and prevention.

However, some felt that intrusiveness may become an issue (optional or voluntary versus mandatory or forced support). They felt that structured interventions may diminish the natural role of parenting and that it is important to be sensitive to a family's needs.

Provision of services to parents will place additional demands on the school. Some participants were concerned that this type of approach may have an impact on the time available for doing the school's first and most important job - instructing students.

Proposed Solutions

1. Alberta Education and school boards develop a "single point of entry."

   Many supported the idea of schools being the single point of entry for obtaining family support.

2. All concerned make early intervention programs a priority.

   Many felt that efforts should be made at encouraging early intervention strategies as a priority (i.e., early diagnostic services, parenting skills) in education. They felt there would be future benefits in such efforts.

3. All involved should make student/parent choice their first priority.

   Participants recognized that students, along with their parents, have significant insight into their own needs and aspirations. Many supported the need to make student and parent choice the first priority in making placement decisions as well as in the development of individualized educational programs. Some felt that we must empower students to set goals in the IPP planning process. All felt that schools and systems must strive harder to provide more meaningful involvement for students and their parents in the education process.

4. School boards use more outside resources in developing specialized programs.

   Many felt that school systems should use adult advocates from the disabled community as participants in diagnostic/program planning teams. Their specialized knowledge could prove invaluable for schools that are unable to access certain types of expertise from the professional community.

3.2.5 Reviewing and Enhancing Services

The *Special Education Review Action Plan*, made a recommendation to enhance existing services as well as to inform parents and other service recipients regarding services available to them (No. 9, p.6). Many felt a real need to increase access to information and services that are available for special needs children. Others felt that a review of current supports and services could significantly reduce gaps and overlaps in the current system.

However, some expressed fear that new service structures might "departmentalize" children. While they felt that information-sharing remains poor, all services should not become the responsibility of one government department.

Proposed Solutions

1. School boards take the lead in improving the current information system.

   Many felt that school boards should assume leadership in informing and educating parents to become effective partners. They also suggested that the information include criteria for admission to programs.

2. School boards improve partnerships.

   Most agreed that a collaborative approach is necessary. Participants felt that the child's needs must be the focus, but parental involvement must be considered. They suggested that stakeholders must be made to feel valued as partners and that school boards should initiate collaboration and cooperation with other groups and agencies. Others suggested that school boards apply the community school philosophy to all schools.

3. Government and school boards develop a single point of entry.

   Most felt that consideration must be given to replacing existing structures with new initiatives. They suggested a single point of entry approach to the provision of supports and services to children.

3.2.6 Training Needs of Teachers and Paraprofessionals

The *Special Education Review Action Plan* made recommendations to address the training needs of teachers and paraprofessionals in dealing with special needs children (No. 11, p.7). Many felt that training was a critical component; more training would increase understanding of the medical, physical, and emotional needs of the children served.

Many individuals also noted a need for training for "others" including, but not exclusive to, secretaries, allied health personnel, and custodians. Participants suggested that we need to bridge the gap between theory and practice and that we need to measure the effectiveness of pre-service and inservice programs for school personnel.

Proposed Solutions

1. Alberta Education develop upgrading standards.

   One group suggested that Alberta Education develop a plan to ensure that teachers upgrade their skills on a regular basis, and

maintain certification, where appropriate. They suggested that part of upgrading should be to increase the special education requirement for certification to more than the current one half course.

2. All stakeholders try to improve collaboration practices.

   Many suggested that we must increase collaboration among universities, school boards, and the Alberta Teachers' Association regarding training opportunities. We must also involve aboriginal representatives, and other special interest groups, in the development of programs which recognize their special needs.

3. All involved focus training on high-need areas.

   Many participants felt there was a need to focus training efforts, particularly in the area of behavior management training.

4. All involved improve training services.

   One suggestion was to provide distance education to remote areas. Many felt that remote areas were in most need of training but had the poorest access to this service.

3.2.7 Other Support Services

The *Special Education Review Action Plan* made four recommendations to improve the delivery of other support services (e.g., speech therapy, occupational therapy, and physiotherapy) to school-aged children (Nos. 5,6,7, & 8, p.6). Most agreed that the rural experience with these services was completely different from the urban experience. Many felt, in fact, that one type of approach would definitely not suit all concerned.

Proposed Solutions

1. Government evaluate the current system of services.

   The current system of services, especially for speech therapy, should be evaluated to find out how successful it is in all areas. School boards can learn from the evaluation when planning for change or for the addition of new services.

2. Alberta Education take a lead role in developing collaborative models.

   Alberta Education can take a lead role in improving the cooperation, coordination, and collaboration among government departments.

3. Government encourage local autonomy.

   Many felt that government should provide initiatives so that local systems can design appropriate service structures to meet their

own needs. They emphasized that we must ensure that funding models are flexible enough to encourage this type of system.

3.2.8 Early Identification and Prevention

The *Special Education Review Action Plan* recommended improving and supporting prevention and early intervention programs for children with special needs (No. 12, p.7). Overall, this topic received widespread support. However, individuals were quick to point out that this was not just an education issue and would need the attention of the entire government.

Proposed Solutions

1. Government improve its information systems.

   The success of prevention and early intervention programs is highly dependent on public knowledge and understanding. Most felt that government should take the lead in developing public awareness and information systems regarding suitable education programs for children with disabilities.

2. Government and agencies emphasize "very" early intervention.

   Most felt that intervention must start at the time of diagnosis, preferably at birth. This will mean an improved system of coordination and collaboration among health units, hospitals, and Alberta Family and Social Services.

3.3 FUNDING

3.3.1 Special Education Funding for All Exceptional Students

The *Special Education Review Action Plan* made two recommendations to improve the allocation of funds (Nos. 4 & 5, p.12). Participants were asked to discuss the advantages of continuing with block funding and also basing the grant upon students served rather than resident students of a board. Many felt that the current block funding system reduced paperwork and administration time and allowed local boards autonomy to address student needs.

However, many noted that block funding did not necessarily make school boards accountable for how the monies were used. They felt that there needed to be more definition of mandates for block funding (i.e., how monies were to be spent), and some parameters around the issue of what constitutes a special need. They felt that the September 30 cut-off date was a problem since additional students may enroll later and that the difference in funding mechanisms between Early Childhood Services and grade school (Program Unit Grants) was also a problem. Overall, most groups felt that there was inadequate monitoring by Alberta Education regarding the quality and levels of expenditure.

Proposed Solutions

1. Alberta Education continue with the current funding system.

   Overall, most agreed that the block grant system should stay and continue to be allocated on a per-resident-student basis.

2. Alberta Education develop expenditure guidelines for school systems.

   Many felt that Alberta Education should develop more specific guidelines addressing standards for service to exceptional students across the province.

3. Alberta Education increase monitoring of school systems.

   Participants recommended increasing the level of monitoring of special education services to ensure appropriate and equitable provision of service.

3.3.2 Special Education Funding for High Incidence Jurisdictions

The *Special Education Review Action Plan* made two recommendations to improve procedures for funding jurisdictions with a higher-than-average number of special needs students (Nos. 6 & 7, p.12). Most agreed that schools that serve a higher-than-average number of severely handicapped students must receive adequate funding. They also supported any efforts that would reduce administrative time.

However, there were some concerns that further funding to high incidence areas may increase the movement of students to these areas, resulting in even greater inequality of services.

Proposed Solutions

1. School boards inform the public of their funding processes.

   Many participants agreed that boards needed to educate their staff and public about how funding works. They felt that this was one step in developing partnerships with the stakeholder groups.

2. School boards simplify identification procedures.

Some participants suggested that boards needed to simplify the internal methods for identification of severely handicapped students. Others suggested that a more standardized system, especially as related to categories such as behavior disorder, is needed to cut down on the administrative work.

3.3.3 Funding For Severely Handicapped Children in Early Childhood Services Programs

The *Special Education Review Action Plan* made two recommendations to improve the allocation of the current Program Unit Grant and to encourage collaborative program planning between Early Childhood operators and the receiving school jurisdictions (Nos. 8 & 9, p.13). There was little consensus among the group discussing these issues. Some participants suggested that funding should follow the student (as opposed to block funding); others suggested that the costs of specialized programs are increasing well beyond the corresponding funding allocations.

Proposed Solutions

1. School boards develop consistent reporting procedures.

   Most agreed that there should be consistency in reporting financial expenditure information to ensure that grants are associated with the needs of the child.

2. School boards and ECS operators improve coordination between early childhood and grade school programs.

   Everyone supported this recommendation of the *Special Education Review Action Plan:*

   > "Alberta Education should establish a policy requiring public and private ECS operators to work with the receiving school authority to develop a long-term individualized program plan for severely handicapped children, thereby addressing the transition from ECS to school programs." (p.13)

3. Alberta Education continue to review and revise the special education block grant.

   Several suggestions focused on reviewing and revising the grant based on changing circumstances. Some suggested that the block grant should take into account the fact that it is more expensive to run special education programs when resources are not readily available. Others suggested that the need to use new technologies and research should be reflected in an increase in block and high incidence grants.

3.3.4 Funding for Non-Instructional Services

The *Special Education Review Action Plan* recommended clarifying financial responsibility for non-instructional costs (No. 10, p.14). Most participants agreed that this issue must be addressed further. Few agreed upon the "scope" of the school's responsibility although most participants felt that the school should have a broad mandate.

Proposed Solutions

1. Government departments improve coordination efforts.

   Most agreed that children could best be served in schools by school staff. However, they also agreed that many of the services currently provided to children in schools fall under the mandate of other government departments. They suggested that improved coordination among government departments would help to solve many of the current issues regarding funding.

2. Alberta Education provide leadership in identifying costs and charging appropriate departments.

   Some participants felt that the non-instructional costs for special needs students in schools should be identified and that the appropriate departments of government should take responsibility for these costs. Alberta Education should take the lead in negotiating these agreements with other departments.

3. Government and school boards develop the concept of the Community Supports Unit.

   Some participants supported the adoption of the Premier's Council on the Status of Persons with Disabilities' recommendation for a Community Supports Unit.

3.3.5 Special Education Funding for Private Schools

The *Special Education Review Action Plan* made two recommendations to facilitate the provision of special education block funding to private schools (Nos. 11 & 12, p.14). Participants were asked to discuss the advantages and concerns involved in providing private schools with a special education funding mechanism. There was a variety of opinion on this topic. However, the majority of participants agreed that some public funding should be used for special needs students in private schools. There were some concerns raised that these schools be fully accountable and that they must not be discriminatory in their acceptance of students.

Proposed Solutions

1. Alberta Education fund only non-profit schools.

   Most participants agreed that "for-profit" schools should be allowed but should not receive public funds to compete with public schools.

2. School boards' referrals to private schools for the disabled should include plans for reintegration to public schools.

   Some participants suggested that referrals to private schools for the disabled should include a plan for the reintegration of the children involved back into the public school system.

3. Government ensure accountability of private schools.

   Most agreed that private schools receiving public monies must be open to close scrutiny. There was a suggestion that much closer monitoring of private schools was required.

4. SYNOPSIS OF MR. DINNING'S CLOSING REMARKS

The Minister wrapped up the day with his perceptions and closing comments. Mr. Dinning thanked all participants for the excellent experiences that he had throughout the forum. He felt that it was now time to go beyond the forum and on to implementation. He told participants to expect action.

In reflecting on the themes of the forum, he felt that he had received three clear messages. First, the vehicle for integration must be through informed choice by students and parents. Second, students and parents must be involved as meaningful partners in the process of integration. Finally, we must provide support for the process of integration to all involved. He reflected on Dr. Callan's thoughts about coercive integration and indicated that Alberta Education would build standards and guidelines with primary focus being what is best for children.

On the topic of coordination, Mr. Dinning reflected that we all seemed to support it but very little had changed over the past 20 years. He noted that we must get beyond this point and that it would not happen as a natural process. He spoke of the possibility of a Children's Services Secretariat, of pilot projects, or of some kind of incentive to move from our current status. He encouraged all participants to consider what they individually would do to help remove the barriers to coordination when they return to their homes on Monday.

On the topic of funding, Mr. Dinning noted that while more would be nice, we have to recognize economic reality, and he would continue to work towards improving all educational efforts. He reiterated the need to improve coordination efforts since we can no longer afford the luxury of overlapping and duplicating services. He noted that in the past, coordination of efforts was considered a bonus. Today it is a financial issue which we must address.

Mr. Dinning said that all participants would receive a complete synopsis of the proceedings. He also promised that Alberta Education will continue its efforts to provide a clear policy on integration and that this policy will be shared with participants before adoption.

He thanked those involved in the development and implementation of the forum and reminded all participants to celebrate their many successes in special education and to pursue change in an environment of trust.

LIST OF PARTICIPANTS

Appendix 1

NAME	ORGANIZATION	CITY/TOWN
Aberle, Stan	Alberta Teachers' Association	Medicine Hat
Abernathy, Tom	Alberta Public Health Association	Edmonton
Adams, Bruce (Recorder)	Alberta Education, Lethbridge Regional Office	Lethbridge
Adams, Janet	Northern Alberta Children's Hospital	Edmonton
Ah-Kye, Kattie	Student, Calgary Catholic Schools	Calgary
Alton, Connie	Speech, Language and Hearing Association of Alberta	Edmonton
Andrews, J.W.	Universities Coordinating Council	Calgary
Baker, Gladys	Alberta School Trustees' Association	Beaverlodge
Bauman, Sheryl	Alberta Teachers' Association	Calgary
Baumgarten, Lloyd	Conference of Alberta School Superintendents	Red Deer
Beamer, Lynne	Alberta Education, Education Response Centre	Calgary
Beatty, David	Alberta Teachers' Association	Calgary
Beggs, Ralph (Facilitator)	Alberta Education, Education Response Centre	Calgary
Bell, Susan	Alberta Teachers' Association	Edmonton
Bengry, Susan	Alberta Teachers' Association	Lethbridge
Bernard, Karen (Facilitator)	Alberta School Trustees' Association	Sherwood Park
Bevans, Becki	Student, Foothills Academy Society	Calgary
Bigelow, Lark	Alberta School Trustees' Association	Wimborne
Bishop, Greg (Recorder)	Alberta Education, Red Deer Regional Office	Red Deer
Bissonnette, Gerard	Alberta Education, Language Services	Edmonton
Blasetti, Linda	Alberta School Trustees' Association	Calgary
Bosetti, Reno	Alberta Education	Edmonton
Brassard, Roy	Alberta Family and Social Services	Edmonton
Brosseau, John	Conference of Alberta School Superintendents	Edmonton
Brown, Tom	Conference of Alberta School Superintendents	Claresholm
Buchan, R. Glen	Alberta Teachers' Association	Fort Saskatchewan
Bullivant, Gordon (Panelist)	Foothills Academy Society	Calgary
Burger, John (Recorder)	Alberta Education, Policy and Evaluation Branch and Library Services	Edmonton
Cadrin, Yolande	Federation des parents francophones de l'Alberta	Edmonton
Callan, Eamonn (Panelist)	University of Alberta	Edmonton
Carleton, Micky	Alberta School Trustees' Association	Bon Accord
Carver, Sheilagh	Alberta Community Health Nurses Society	Calgary
Chomik, Harry	Alberta School Trustees' Association	Vegreville
Clark, Clifford	Alberta School for the Deaf Advisory Board	Edmonton
Colemen, Wendy	Alberta Association of Rehabilitation Centres	Calgary
Couture, Darrell	Association of School Business Officials of Alberta	Calgary
Cowling, Joan (Panelist)	Alberta School Trustees' Association	Edmonton
Cripps, Ruth	Concept Outreach	Calgary
Crocker, Cheryl	Premier's Council on the Status of Persons with Disabilities	Edmonton
Crozier, Alan	Easter Seal Ability Council	Calgary
Danielson, Diane	Alberta School Trustees' Association	Calgary
Dinning, Jim	Alberta Education	Edmonton
Doll, Guy (Facilitator)	Calgary Roman Catholic Separate School District No. 1	Calgary
Duthler, Gary	Association of Independent Schools and Colleges	Edmonton
Eaker, Tanis (Panelist)	High Prairie School District No. 48	High Prairie
Elliott, Keith	Alberta Teachers' Association	Sedgewick
Erickson, Connie	Schizophrenia Society of Alberta	Calgary
Erickson, Dale (Facilitator)	Alberta School Trustees' Association	Edmonton
Fader, Herb (Recorder)	Alberta Education, Edmonton Regional Office	Edmonton
Farquharson, Christina	Alberta Teachers' Association	Grande Prairie
Fayant, Brian	Metis Children's Services Society	Edmonton
Fennell, Brian	Alberta Education, Financial Services	Edmonton
Ferguson, Karen	Alberta Solicitor General, Young Offender Branch	Edmonton
Ferguson, Larry (Facilitator.)	Alberta School Trustees' Association	Edmonton
Finnestad, Harvey	Alberta Education, Education Response Centre	Edmonton
Ford, David (Recorder)	Alberta Education, Calgary Regional Office	Calgary
Fraser, Calvin (Facilitator)	Alberta Teachers' Association	Edmonton
Frigo, Laura	Alberta Advanced Education	Edmonton
Gall, Robert	Alberta Association for Community Living	Lethbridge

NAME	ORGANIZATION	CITY/TOWN
Gallinger, Joyce	Alberta Career Development and Employment	Calgary
Gareau-Kubicki, S.(Recorder)	Alberta Education, Language Services	Edmonton
Garritty, Peggy	Alberta Education, Communications	Edmonton
Gee, Tom	Alberta Education, Edmonton Regional Office	Edmonton
Geiger, Jere	Alberta Teachers' Association	Alder Flats
Gesell, Kurt	M.L.A., Clover Bar	Edmonton
Golder, Rosalie	Alberta School Trustees' Association	Hinton
Gowdy, Alana	Council of Presidents, Public Colleges and Technical Institutes of Alberta	Calgary
Grimble, Brenda	Alberta Teachers' Association	Edson
Habinski, Avi (Facilitator)	Edmonton Public School Board	Edmonton
Harris, Sharon (Recorder)	Alberta Education, Grande Prairie Regional Office	Grande Prairie
Hawrys, David	Student, Foothills Academy Society	Calgary
Heyland, Joan	Representing Government of N.W.T.	Yellowknife
Hildebrandt, A. (Recorder)	Alberta Education, Education Response Centre	Edmonton
Hill, Leigh (Recorder)	Alberta Education, Education Response Centre	Edmonton
Hlady, Pat	Alberta Society for the Visually Impaired	Fort Saskatchewan
Holtman, Sharon	Alberta School Trustees' Association	Taber
Horvath, Frank	Alberta Education, Student Evaluation	Edmonton
Hyndman, Mary	Child and Adolescent Services Association	Edmonton
Iannucci, Del	Alberta Human Rights Commission	Edmonton
Johnson, Gary	Alberta Education, Teacher Certification	Edmonton
Johnston, Tom	Student, Calgary Catholic Schools	Calgary
Jones, Eileen	Alberta Teachers' Association	Calgary
Jones, Maureen	Freelance Interpreter	Calgary
Jones, Phil	Alberta Association of Services for Children and Families	Calgary
Koch, Jo-Anne	Alberta Teachers' Association	Calgary
Kochowski, Marissa	Student, Yellowhead School Division No. 12	Peers
Konynenbelt, Herman	Immanuel Christian School	Lethbridge
Korner, Hilda	County of Lethbridge No. 26	Coaldale
Kowalchuk, Merv	Alberta Education, Native Education Project	Edmonton
Krenz, Richard (Recorder)	Alberta Education, Education Response Centre	Edmonton
Kryzanowski, Mac (Facilitator)	Alberta Teachers' Association	Edmonton
Kuiken, Jake	Alberta Association of Social Workers	Calgary
Kunicki-Tadman, Krystyna	Alberta School Trustees' Association	Edmonton
L'Hirondelle, Doreen	Metis Association of Alberta	Edmonton
Laddish, Janet	Alberta Teachers' Association	Edmonton
Laing, Bonnie	M.L.A., Calgary-Bow	Edmonton
LaJeunesse, Ron	Canadian Mental Health Association	Edmonton
Lambert, Murray	Alberta Teachers' Association	St. Albert
Landry, Randy	Cerebral Palsy Association of Alberta	Calgary
LaTouche, Earle	Alberta Teachers' Association	Calgary
Law, Garry	Bow Island Elementary School	Bow Island
Leinweber, Bob	Alberta Teachers' Association	Calgary
Leonard, Janice (Recorder)	Alberta Education, Curriculum Branch	Edmonton
Lockhart, Bill	Alberta Association for Community Living	Edmonton
Lozon, Jeffrey (Panelist)	Glenrose Rehabilitation Hospital	Edmonton
Lucente, Noreen	Alberta Teachers' Association	St. Albert
Ludvigsen, Donna	Alberta Health	Edmonton
Lynch, Sue (Recorder)	Alberta Education, Curriculum Branch	Edmonton
Lynn, David (Facilitator)	Foothills School Division No. 38	High River
MacDonald, June	Alberta Chamber of Commerce	Edmonton
Madill, Helen	Association of Registered Occupational Therapists	Edmonton
Maskiw, Ken (Panelist)	Alberta Family and Social Services	Edmonton
Mason, Dave	Alberta Association for the Deaf	Edmonton
Mather, Dick	Alberta School Trustees' Association	Edmonton
McClellan, Jim (Recorder)	Alberta Education, Education Response Centre	Edmonton
McDonald, Dianne	Council of Presidents, Public Colleges and Technical Institutes of Alberta	Fairview
McGraw, Corrinne	Alberta Solicitor General, Young Offender Branch	Calgary
McGregor, Joyce	Alberta Association for the Dependent Handicapped	Edmonton
McLean, Carol (Facilitator)	Alberta Education, Lethbridge Regional Office	Lethbridge

NAME	ORGANIZATION	CITY/TOWN
McPhee, Cathy	Canadian National Institute for the Blind	Calgary
McPherson, Gary (Panelist)	Premier's Council on the Status of Persons with Disabilities	Edmonton
Meakes, Dan	Alberta School Trustees' Association	Fort McMurray
Mertick, Gerry	Premier's Council in Support of Alberta Families	Calgary
Millar, Garnet (Facilitator)	Alberta Education, Education Response Centre	Edmonton
Morrow, Rick	Alberta Education, Education Response Centre	Edmonton
Mutzeneek, Shirley	Alberta Foster Parent Association	Calgary
Nearing, Jack	Conference of Alberta School Superintendents	St. Albert
Nelson, Susanne	Student, Yellowhead School Division No. 12	Edson
Nesbitt, Patrina	Learning Disabilities Association of Alberta	Calgary
Olson, Jeffrey	Alberta Education, Grants Planning and Administration	Edmonton
Orieux, Jim	Council for Exceptional Children	Stony Plain
Palmer, Roger	Alberta Education, Student Programs and Evaluation	Edmonton
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Pattinson, Janet	Alberta Teachers' Association	Calgary
Payne, Bill	M.L.A., Calgary-Fish Creek	Edmonton
Pearson, Terry	Conference of Alberta School Superintendents	Kitscoty
Pelkie, Patti	Minister's Constituency Office	Calgary
Peppinck, Richard	Association of Independent Schools and Colleges	Olds
Petrie, Pat	Alberta Children's Hospital	Calgary
Pidwysocki, Ken (Recorder)	Alberta Education, Calgary Regional Office	Calgary
Pitts, Shannon	Alberta Federation of Home and School Associations	Calgary
Porter, Gerry	Conference of Alberta School Superintendents	High River
Prather, Sharon (Recorder)	Alberta Education, Curriculum Branch	Edmonton
Prefontaine, Darcy	Student, Calgary Catholic Schools	Calgary
Puhlmann, Klaus (Panelist)	Conference of Alberta School Superintendents	Edson
Ray, Beverly	Coalition for Integrated Education	Edmonton
Reinholt, Fred	Alberta Education, Grande Prairie Regional Office	Grande Prairie
Rigby, Jim (Facilitator)	Alberta Education, Edmonton Regional Office	Edmonton
Russell, Anne (Panelist)	Provincial Court	Edmonton
Russell, Debra	Freelance Interpreter	Calgary
Samide, Mary	Learning Disabilities Association of Alberta	Edmonton
Schell, Jan	County of Strathcona No. 20	Sherwood Park
Schuler, Cal	Alberta Committee for Citizens with Disabilities	Calgary
Seymour, Betty	Family and Community Support Services of Alberta	Edmonton
Simonson, Carl (Facilitator)	Alberta Education, Education Response Centre	Edmonton
Smith, M. Ann	Alberta School Trustees' Association	St. Albert
Somshor-Walsh, D. (Facilitator)	Alberta Teachers' Association	Edmonton
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Stephenson, Arlene	Council for Exceptional Children	Calgary
Stewart, Barbara	Coalition for Integrated Education	Edmonton
Sutcliffe, Stuart	Canadian National Institute for the Blind	Calgary
Taylor, Paul	Alberta Education	Edmonton
Taylor, Tony	Conference of Alberta School Superintendents	Morinville
Tennant, Wanda	Alberta Health	Edmonton
Thachuk, Dan	Psychologists Association of Alberta	Red Deer
Trappe, Maureen	Alberta Association for Bright Children	Calgary
Tredger, Bob	Conference of Alberta School Superintendents	Oyen
Van Ee, Richard	Health Unit Association of Alberta	Edmonton
Vargo, Fran	Premier's Council on the Status of Persons with Disabilities	Edmonton
Vargo, Jim	Premier's Council on the Status of Persons with Disabilities	Edmonton
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Weidner, Sandra	Alberta School Trustees' Association	Lacombe
Welch, Gordon	Conference of Alberta School Superintendents	Sherwood Park
Wilson, Gerry	Alberta Education, Calgary Regional Office	Calgary
Wilson, Gloria	AADAC Community Education Services	Calgary
Workman, Riley	Alberta School Trustees' Association	Coronation
Zaganelli, Lou	William Roper Hull School	Calgary
Zatko, Gary	Alberta Education, Planning and Information Services	Edmonton

LIST OF PRE-FORUM MAILOUTS

1. Alberta Education. (1991). Special Education Review Action Plan.

2. Alberta Education. Education Response Centre. (1991). Integration of Students With Special Needs: Action Plan.

3. Alberta Education. Education Response Centre. (1991). Meeting the Individual Needs of Alberta Students - A Framework for Positive Change: A Position Paper on Integration.

4. Alberta Education. Education Response Centre. (1991). Summary of Submissions to the Special Education Review Action Plan: General Trends.

5. Alberta School Trustees' Association. (1990). Response to: Special Education Review: A Discussion Paper.

6. Alberta Teachers' Association. (1991). Comments on Special Education Review Action Plan.

PROGRAM

Friday, May 10, 1991

12:30 P.M.	Registration	**East Gate Hall**
1:00 P.M.	Welcome by Hon. Jim Dinning, Minister of Education	**Jenkins Theatre**
1:30 P.M.	Panel Presentation: A Personal View	**Jenkins Theatre**

Integration: What Is It, Is It Desirable, and How Do We Know When We Get There?

Panelists:

Mr. Gordon Bullivant, Executive Director, Foothills Academy Society

Dr. Eamonn Callan, University of Alberta, Educational Foundations Department

Ms. Tanis Eaker, School Trustee, High Prairie School District #48

Mr. Gary McPherson, Premier's Council

Judge Anne Russell, Provincial Court, Family and Youth Division

Moderator:

Dr. Harvey Finnestad

3:00 P.M.	Small Group Discussion I on Integration	**I & T Wing**
4:30 P.M.	Small Group Discussion II on Integration	**I & T Wing**
6:15 P.M.	Dinner	**Lincoln Park Room**
7:30 P.M.	Plenary Feedback	**Jenkins Theatre**
8:30 P.M.	Social	**Jenkins Theatre Foyer**

Saturday, May 11, 1991

8:00 A.M.	Refreshments	**Jenkins Theatre Foyer**
8:30 A.M.	Panel Presentation: A Personal View	**Jenkins Theatre**

Funding and Coordination of Services: How Do We Meet Individual Needs?

Panelists:

Mrs. Joan Cowling, Trustee for Ward 1, Edmonton Public School Board

Mr. Jeffrey Lozon, President, Glenrose Rehabilitation Hospital

Mr. Ken Maskiw, Executive Director, Services to Persons with Disabilities, Alberta Family and Social Services

Mr. Klaus Puhlmann, Superintendent, Yellowhead School Division

Moderator:

Dr. Harvey Finnestad

10:00 A.M.	Refreshments	**Jenkins Theatre Foyer**
10:30 A.M.	Small Group Discussion III on Action Plan: Funding and Coordination	**I & T Wing**
12:00 P.M.	Lunch	**Lincoln Park Room**
1:00 P.M.	Small Group Discussion IV on Action Plan: Funding and Coordination	**I & T Wing**
2:15 P.M.	Plenary Feedback	**Jenkins Theatre**
3:30 P.M.	Closing Comments Hon. Jim Dinning	**Jenkins Theatre**

RESPONSE SHEET:

Minister's Forum on Special Education
May 10-11, 1991

Starting with the Minister's announcement in 1989 that Alberta Education, in cooperation with other stakeholders, would review a number of aspects of special education, the Minister's Forum was the latest in a series of such activities. We'd like your comments on these proceedings, as well as on other aspects of the Special Education Review. We'll be using all comments from the review process to revise our policy and guidelines as necessary. We appreciate you taking the time to fill in and mail this response sheet.

1. Please indicate if you are:

- ☐ Parent
- ☐ School Staff (Teacher, Aide, Principal)
- ☐ Central Office Administrator
- ☐ Advocacy Agency or Group
- ☐ Government Agency or Department
- ☐ Professional Association
- ☐ Trustee
- ☐ Other (Please specify)

2. Please indicate if this response is:

- ☐ Individual
- ☐ Group

3. Comments on these Proceedings:

_____
_____
_____
_____

4. Comments on other aspects of the review of special education in Alberta:

_____
_____
_____
_____

5. Did you attend the Minister's Forum on Special Education?

- ☐ Yes
- ☐ No

Please complete this response sheet, take out and fold on dotted line. Return address is provided on reverse side.

FOLD

Dr. H.L. Finnestad
Director
Education Response Centre
6240 - 113 Street
Edmonton, Alberta
T6H 3L2